



# ANNUAL REPORT

# 2024-25



**Prepared By:**

**Sathya Educare Competency Trust**

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Website

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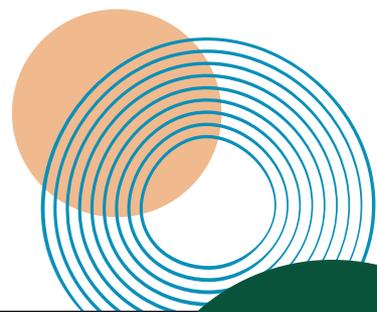
# Introduction

## Walking Beside Those Who Shape Classrooms

At **Sathya Educare Competency Trust (SECT)**, we have always believed that change in education begins not with grand reforms, but with people — teachers who question, leaders who listen, and learners who dare to wonder. Now, as we step into our ninth year, this belief has only deepened. Every program, every partnership, and every classroom we entered this year has reminded us that transformation begins the moment we choose to walk alongside those who shape learning every day.

The year 2024–25 marked a period of expansion and reflection — a year when our work grew wider in reach and deeper in intent. We strengthened our own team, refined our models from past learnings, and extended our presence into new geographies and educational contexts. Our engagement this year reached hundreds of educators — from private school systems that have journeyed with us for years, to government schools that welcomed us with trust and openness. We also took a bold step forward by developing **Master Resource Persons**, ensuring that the ideas we plant can take root and grow sustainably within school systems.

Through our **Pedagogical Content Knowledge and Character (PCKC) journey**, we worked closely with teachers across diverse school systems, helping them move from learning strategies to owning them as part of their classroom culture. We continued to nurture the Foundation Stage, supporting early childhood teachers in creating warm, emotionally secure environments where curiosity and confidence thrive. Recognising the critical role of families, we also initiated programs for **parental engagement**, inviting parents to become partners in their children’s learning.



The year also saw a deepened commitment to the Teaching Profession Readiness Program, where we inspired pre-service teachers to step into the classroom with confidence, clarity, and compassion. Complementing this, we expanded our efforts toward building pedagogical leaders—school heads who can nurture learning-centred cultures and lead with purpose rather than position.



Across these varied initiatives, our approach remained consistent: to co-create, to listen deeply, to build capacity rather than dependency. What you will read in this report is not just a summary of programs, but a story of shared effort — of teachers rediscovering their purpose, leaders redefining their roles, and learners reclaiming joy in the process of learning.



As you move through each chapter of this report, you will find the story unfold — from early years classrooms to primary school systems, from motivating pre-service teachers to leadership transformation, and from programs to partnerships that sustain change. It is a story of how, step by step, we are reimagining what meaningful, child-centred education can look like.



# CHAPTER 1

## Foundation Stage

### Building Strong Beginnings for Lifelong Learning

**“Every child blooms in trust; every teacher lights that trust with understanding.”**

When Sr. Caroline Mariya from St. Mary’s School, Tumkur spoke at the end of the workshop, her words stayed with us.

“I have been teaching for fourteen years,” she said quietly, “but this is the first time I realised how often I looked at a class, not at a child. This program helped me see each one—with their energy, hesitation, and joy.”



That reflection summed up the very reason we at Sathya Educare Competency Trust (SECT) chose to focus on the foundation stage.

This stage is where a child’s educational journey truly begins — where curiosity takes its first breath and where confidence quietly finds its roots. Yet, for many teachers handling this crucial phase, access to structured, high-quality training has been limited. Their classrooms are full of potential, but they often stand alone without the pedagogical support that early-years education deserves.

Recognising this pressing need, SECT set out to design and implement a structured Foundation Stage program — one that would blend warmth with scientific understanding, theory with hands-on exploration, and training with reflection. The year 2024-25 became our journey of nurturing the nurturers — giving teachers tools and confidence to create classrooms where learning begins not with fear, but with joy.



# Foundation Stage Pedagogy: Nurturing Classrooms that Care and Connect

In 2024–25, we worked with 60 teachers from 13 schools—from Tumkur to Tiptur, from Bengaluru to Sandur—through two immersive programs focused on foundation stage pedagogy. These sessions were designed to help teachers see their classrooms not just as spaces for instruction, but as living ecosystems of learning, emotion, and relationship.

*The programs were deeply activity-based.*



Teachers created flexible seating layouts, designed learning zones, and explored differentiated instruction—planning lessons that reached every learner in the room. They built “calm corners,” small spaces that allowed children to self-regulate emotions and return to learning with focus.

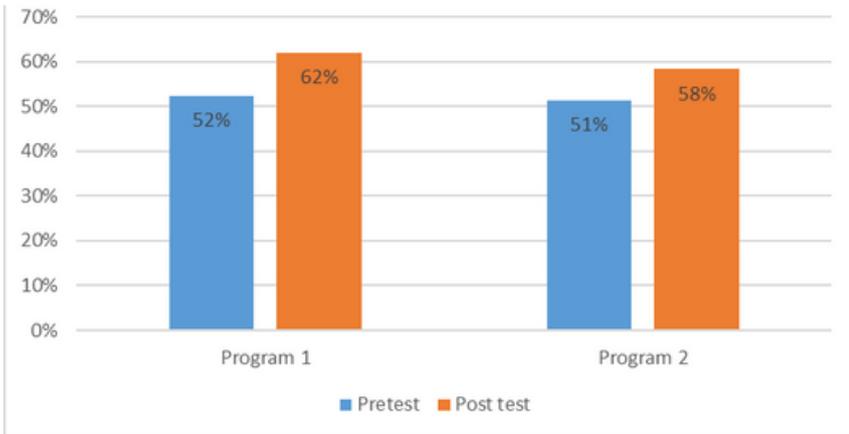
**One of the most touching reflections came from Mary Elizabeth Violet, who said,**

“I came with few expectations, but this workshop delivered beyond them. I now want you to observe our classes as we implement these ideas—so we can grow better together.”

Through these sessions, teachers learned the art of looking—to observe each child without judgement, to celebrate uniqueness, and to nurture growth with empathy. Across programs, we recorded a measurable 8.5 % improvement in teachers’ understanding of early learning practices, but the real shift was visible in their confidence and compassion.



# Analysis of Pre-Post Test Scores



Understanding levels improved by 8.5% among participants

## Foundation Stage Literacy: Finding Voices through Phonics

Language is not just taught—it's heard, spoken, and felt. In early childhood, phonics becomes the bridge that connects a child's first sounds to their first words, unlocking both confidence and comprehension.

With this belief, our Foundation Stage Literacy Program focused on helping teachers create classrooms where children could play with sounds, build words, and find their own voice in English.



We conducted three programs for 35 teachers from Sri Vivekananda Vidya Kendra (SVVK), Hosakote, and Sri Saraswathi Vidyaniketan, Anekal.

Sessions combined hands-on phonics practice with strategies to nurture speaking and writing skills. Teachers shared that this approach transformed their learners' reading habits—children who once hesitated were now reading fluently and joyfully. Seeing its impact, a few teachers of SVVK school even extended phonics activities to Grades 6 and 7, helping older students struggling with English rediscover confidence in learning.

It reaffirmed our conviction that language learning, when approached with joy and rhythm, builds both skill and self-belief.



# Parental Engagement: Learning Begins at Home

In 2024-25, we extended our reach to one of the most vital yet often overlooked partners in education — parents. We believe that learning does not stop at the school gate; it continues at home, in conversations, routines, and shared moments of curiosity.

Our Parental Engagement Program with 50 parents of the Government Public School, Masti, Maluru created an open and reflective space where parents explored how they could nurture learning beyond classrooms. Through simple activities, storytelling, and guided discussions, they discovered how daily interactions could build language, logic, and emotional intelligence.

A participant's father shared valuable insight-



“  
*I realised I often correct my child more than I appreciate her. I want to change that.*  
”

Such reflections revealed the deep readiness of parents to walk hand in hand with schools, making learning a shared, continuous journey.

## Summary at a Glance

Aspect	Details
Programs Conducted	5 (2 Pedagogy + 3 Literacy) + 1 Parental Engagement Program
Teachers Reached	95 teachers from 14 schools
Parents Engaged	50 parents from Govt Public School, Masti, Maluru
Measured Improvement	8.5 % increase in teachers' understanding of foundation stage pedagogy



# CHAPTER 2

## PCKC Journey

“Great change does not begin with grand actions — It begins when one teacher pauses, reflects, and chooses a new way to reach a child.”

This year, our **Pedagogical Content Knowledge & Character (PCKC)** journey continued to unfold across diverse learning environments — from structured private school systems to government schools in deeply rural contexts, and even those serving some of the most under-resourced communities.

Across these varied spaces, one commitment remained constant:

**to support teachers in creating classrooms where learning is meaningful, collaborative, and deeply human.**

### What Made This Journey Distinct

We did not set out to train teachers — we set out to **walk with them.**

Our approach across every system included:

- **Incremental learning journeys**, not isolated workshops
- **Classroom observations and coaching**, not just knowledge inputs
- **Teacher reflection dialogues**, not evaluation
- **Building internal leadership capacity** — coordinators, mentors, resource persons
- **A child-centered view of pedagogy**, guiding all instructional choices

This journey became a **community of practice** — where teachers inspired each other, shared strategies, and took pride in their craft. As we move ahead in this report, we invite you to walk through each of these journeys with us — one school system at a time.

You will see how the same core intent took different shapes in different contexts, how teachers owned the change in their own way, and how classrooms — from Rashtrathana to TMSS, from Kalburgi to Maluru, from SVVK to VVS — began to transform from within.



# Rashtrothana Schools

## A Journey of Collective Growth and Classroom Transformation

**“A single seed of change, when nurtured with purpose and persistence, can grow into a forest of transformation”**

Our journey with Rashtrothana Schools began in 2023, following a special request from the management to conduct a mathematics program for their CBSE schools. What began as a focused intervention soon grew into something much larger. The overwhelming response and visible change in classroom engagement encouraged us and the management to extend the initiative to State board schools and across all subject areas.

By 2024, the program had grown into a comprehensive movement under the **Pedagogical Content Knowledge and Character (PCKC)** framework —

bringing together **230 teachers** from **14 CBSE** and **10 State schools**. Each phase of the program built on the previous one, helping teachers move from learning pedagogical strategies to living them confidently in their classrooms.

The Pedagogical Content Knowledge and Character (PCKC) Program evolved here into a multi-layered, six-increment journey—each step building on the previous, designed to move teachers from knowing strategies to living them. The increments began with Cooperative Learning, Concept Learning, and Subject-Specific Strategies, followed by Classroom Observations and Feedback, Teaching-Learning Material Development, and finally, Assessment Strategies—the last delivered online, extending our reach beyond physical boundaries.

**This was not just a training series—it was a year-long partnership of trust and transformation.**



# From Workshops to Classrooms

## Seeing Change Take Root

What made this journey special was not the content alone, but the courage teachers showed in trying something new.



When we entered classrooms for our observation phase, covering 100 teachers, we saw ideas come alive. Teachers who had once been hesitant to experiment were now confidently using cooperative learning activities—especially **pair learning and learning together** strategies—creating classrooms that buzzed with conversation and curiosity.

Their students, too, had changed. They were no longer silent recipients of information but active participants—discussing, questioning, and co-constructing knowledge.

### A voice of Validation

**Usha Manickam, Mathematics Coordinator of all Rashtrorathana CBSE Schools, shared:**

*“During my observation, I was curious to see the variety of strategies and TLMs being used by our teachers. I was pleasantly surprised to hear them say, ‘These are ideas we learned from SECT workshops.’ I could see their*

*confidence and the genuine engagement of students—it wasn’t for the sake of observation. It was authentic learning in motion.”*

This reflection summed up the transformation we had hoped for—**when professional development transcends training halls and becomes part of daily teaching culture.**



## Teachers' Voices: Change from Within

Every teacher had a story to tell — stories that spoke of discovery, courage, and newfound joy in teaching.

**Mr. Prashanth**, a Mathematics teacher from RVK Davanagere, said:

"Cooperative learning completely changed how my students interact. Earlier, some children used to sit quietly and not participate much. Now, with group activities, every child feels involved. I even shared these ideas with my colleagues — it's made a huge difference in our classrooms."

"Initially, I wasn't sure how these strategies would work. I worried the class would get noisy. But what I saw was the opposite — students became more engaged, more disciplined, and eager to contribute. Now, cooperative learning is part of my everyday teaching."

**Ms. Harshitha** from RVK-BSK

**Ms. Mitha Singh** from RVK-Sattur, Dharwad reflected on her experience:

"Incorporating 5E model lesson planning has transformed my Science lessons. One day, my students created their own definition for a concept and even used a world map to explain migration — I hadn't even asked them to! I felt proud seeing them think so independently."

"We've attended many training programs before, but SECT's workshops are different. They give us practical knowledge we can actually use. Every strategy we try brings visible results in how students respond."

**Ms. Anuradha**, from RVK-Sattur

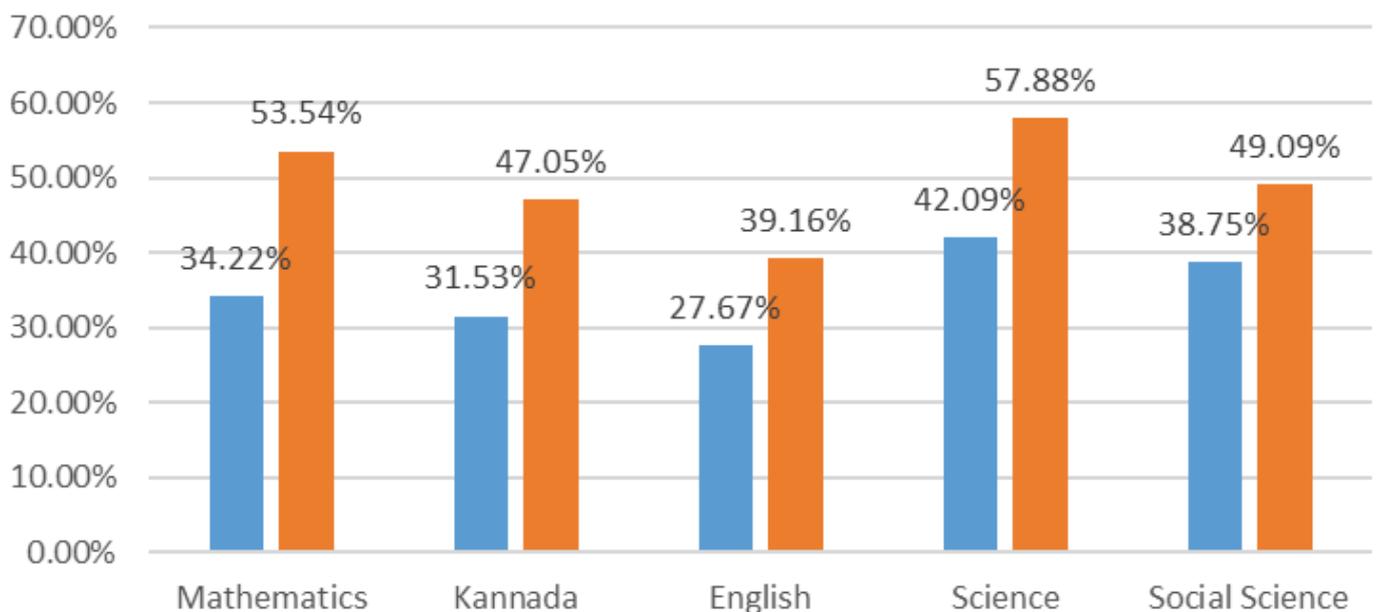


# Impact That Sustains

At the close of the cycle, data reflected what we had seen with our eyes and hearts—

a 20% measurable improvement in teacher understanding and classroom application of pedagogical strategies.

### Analysis of Pre and Post Test Scores



## Understanding levels improved by 20% among participants

But beyond the numbers, the lasting impact lay in what teachers began to own:

- Confidence to design and use TLMs that made abstract concepts tangible.
- Skill in structuring learning around collaboration rather than instruction.
- A deeper connection with their students, where learning became a shared joy rather than a one-way process.



Encouraged by these results, we are now working with the Rashrotthana leadership to embed a mentoring system within their existing monitoring process—ensuring that ideas introduced through SECT’s programs continue to grow, evolve, and sustain within their ecosystem.

## At a Glance: Rashrotthana PCKC Program (2024–25)

Details	Highlights
<b>Total Programs Conducted</b>	24
<b>Schools Involved</b>	24 (14 CBSE + 10 State)
<b>Teachers Reached</b>	230
<b>Classroom Observations</b>	100 teachers
<b>Average Improvement</b>	20%
<b>Focus Areas</b>	Cooperative Learning, Concept Learning, Subject-Specific Pedagogies, TLM Development, Assessment Strategies
<b>Future Focus</b>	Integration of a Mentoring System to Sustain Pedagogical Growth

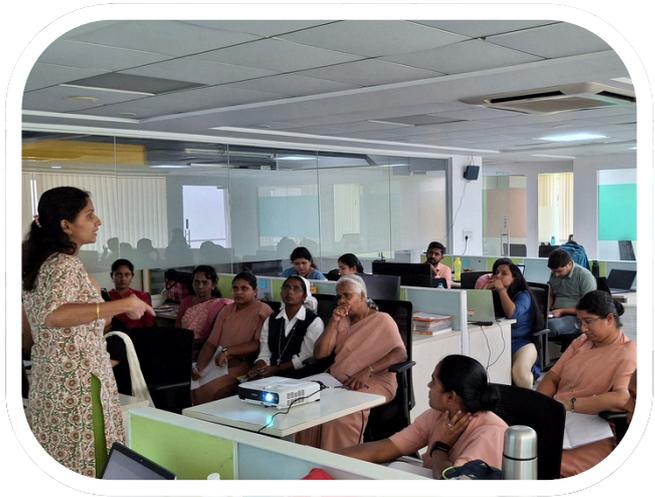


# The Mary Salian Society

## Nurturing Changemakers for Lasting Impact

*"When we empower one teacher, we ignite the change in a thousand classrooms."*

Our journey with **The Mary Salian Society** in 2024 was not just a professional development initiative—it was an experiment in empowerment. We began with a question close to our hearts: *What if we could build a ripple of change by nurturing a few dedicated educators who would go on to transform many others?*



That question led us to select **12 passionate teachers**—our Changemakers—who represented **20 schools** across the Society. These were teachers who carried both experience and a spark for innovation. Together, we set out to redefine what teacher leadership could look like.

Across **nine intensive programs**, these changemakers explored the art and science of teaching—cooperative learning, concept-learning, classroom observation techniques, and mentoring practices. But the true transformation began not in training rooms, but in classrooms. Every session was followed by **demonstrations, co-teaching, and reflection**, turning theory into practice and practice into shared learning.



## The change was visible—and deeply personal.

“I have been teaching for years,” shared **Sr. Pavithra**, “but this journey helped me see my role differently. It didn’t just improve my teaching; it built my confidence to support others.”



Similarly, **Sr. Anupama** reflected, “You didn’t just train us—you modelled every strategy you taught. The encouragement and trust you gave made us believe in ourselves as mentors.”

By the end of six months, something profound had happened. The changemakers had evolved into resource persons—confident leaders ready to guide their peers. To strengthen this system further, we initiated a **trial program** where these changemakers led training sessions in **three different locations**. They stood before their peers—not as participants, but as facilitators—and the response was overwhelming. Teachers received them wholeheartedly, resonated with their examples, and began implementing the strategies immediately.



## A voice of Validation

The successful classroom implementations that followed became the truest evidence of impact—not only proving the **effectiveness of the training design**, but also validating the power of **internal changemakers** to sustain and scale transformation within their own ecosystem.



“I can see the changes in the changemakers’ attitude and confidence. They have not only brought transformation to their own classrooms but have inspired other teachers to bring change in theirs. This program has truly strengthened our system from within.”

**Sr. Pauline, the Educational Secretary of TMSS,**

We now move into the next phase with conviction—to reach all the teachers across these 20 schools through these changemakers and to build a **sustainable mentoring culture** that keeps the spirit of learning alive long after the workshops end.

## Program Snapshot: The Mary Salian Society

Details	Highlights
Total Programs Conducted	9
Schools Involved	20
Total Number of Changemakers	12
Total Number of Teachers Reached	160 teachers



## Nurturing Change in Kalburgi When Confidence Meets Commitment

**"Change begins quietly — in a single classroom, when a teacher dares to try something new."**

For several years, SECT's work had largely centred on underprivileged private schools — spaces where our classroom transformation models were tried, tested, and refined. But a new chapter began when government officials invited us to explore whether these very ideas could take root in **government schools** as well. Following these discussions, a formal **MoU was signed** with

**Samagra Shikshana Karnataka**, marking our collective commitment to this shared vision.

The **CEO of Kalburgi** welcomed the idea wholeheartedly, encouraging us to bring our teacher development model to the district.



With that support, SECT established a **resource centre in Kalburgi**, marking the beginning of a journey that blended hope with responsibility.

We started small but purposeful — working with **10 schools spread across three taluks: Chittapura, Kalburgi North, and Kalburgi South**. Through **five programs**, we reached **71 teachers**, setting out to discover how professional development, when grounded in trust and practicality, could ignite real transformation in government classrooms.

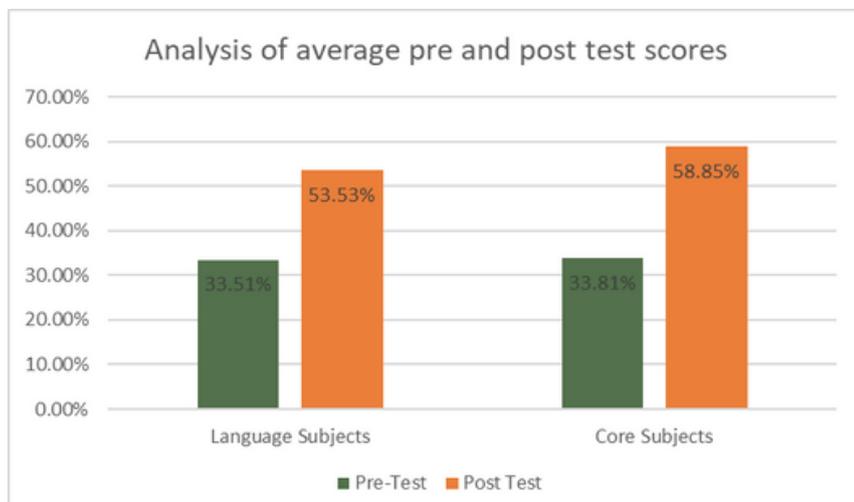


From the very beginning, this initiative was about partnership. Teachers welcomed us with curiosity, and as our Kalburgi team began working closely with them, that curiosity deepened into collaboration. Each session — whether on the 5E



Model of Lesson Planning, Cooperative Learning Strategies, or Concept Learning — was practical, reflective, and rooted in the classroom realities teachers face daily.

From these programs, we observed an average of 22.53% measurable improvement in teacher understanding and application of core pedagogical strategies—showing not just participation, but deep professional growth.



**An average of 22.53% improvement was observed from pre test to post test**



# Beyond Training: Watching Ideas Come Alive

## Classroom Observations That Showed What Was Possible

In between the training cycle, formal classroom observations were made by our local team painted a powerful picture:

**Over 75% of teachers demonstrated greater confidence in implementing the 5E model and cooperative learning strategies.**

Pair and learning together activities became the most common practices, and the visible enthusiasm among students told the rest of the story — classrooms were becoming livelier, more participatory, and more meaningful.

### Teachers themselves described this shift best.

Prashanth, a  
mathematics teacher

**"We knew the 5E stages, but what exactly goes into each stage became clear only now. I can finally see my students thinking, not just answering."**

**"Using cooperative learning strategies made my history lessons come alive. Students remember dates and events better now because they discuss and explore together. Learning has become joyful."**

Shashikanth, Social  
Science teacher

During one of our review sessions, **Gangabhagirathi**, an English teacher, stood up and said with quiet conviction,

**"This program is different. The ideas we get can be taken straight to the classroom. And unlike many others, SECT doesn't burden us with unnecessary paperwork. Our students are truly benefiting."**



# A voice of Validation

The DIET Principal, Mr. Lakshmipathi, echoed their sentiment, observing,



"What I saw was not formality, but genuine transformation — teachers teaching with confidence, and students learning with delight."

This level of openness and participation from government teachers reaffirmed what we've always believed — when professional development is rooted in practicality and respect, teachers respond not just with compliance, but with commitment.

## Summary Box

Details	Highlights
Total Programs Conducted	5
Schools Involved	10
Average Teacher Confidence Improvement	75%
Total Number of Teachers Reached	71
Most Adopted Strategy	Pair and Learning together Group Activities under Cooperative Learning
Next Step	Expand to Private Schools in Kalburgi



# Lighting New Paths in Maluru

## A Vision for Change

**“Change deepens when we learn from one place and carry its wisdom forward.”**

After our year-long journey with government schools in Kalburgi, we witnessed something encouraging — when teachers are supported consistently, when strategies are practiced and refined in real classrooms, change becomes visible and lasting. This experience shaped our confidence to enter another government school ecosystem with care and responsibility.

### Our next step unfolded in Maluru Taluk

This journey began not with workshops, but with listening.

During meetings with the BEO of Maluru, a shared intention emerged — to strengthen learning environments from the foundation upward. This alignment led to a formal MoU with DDPI, Kolar District, marking the start of our partnership.

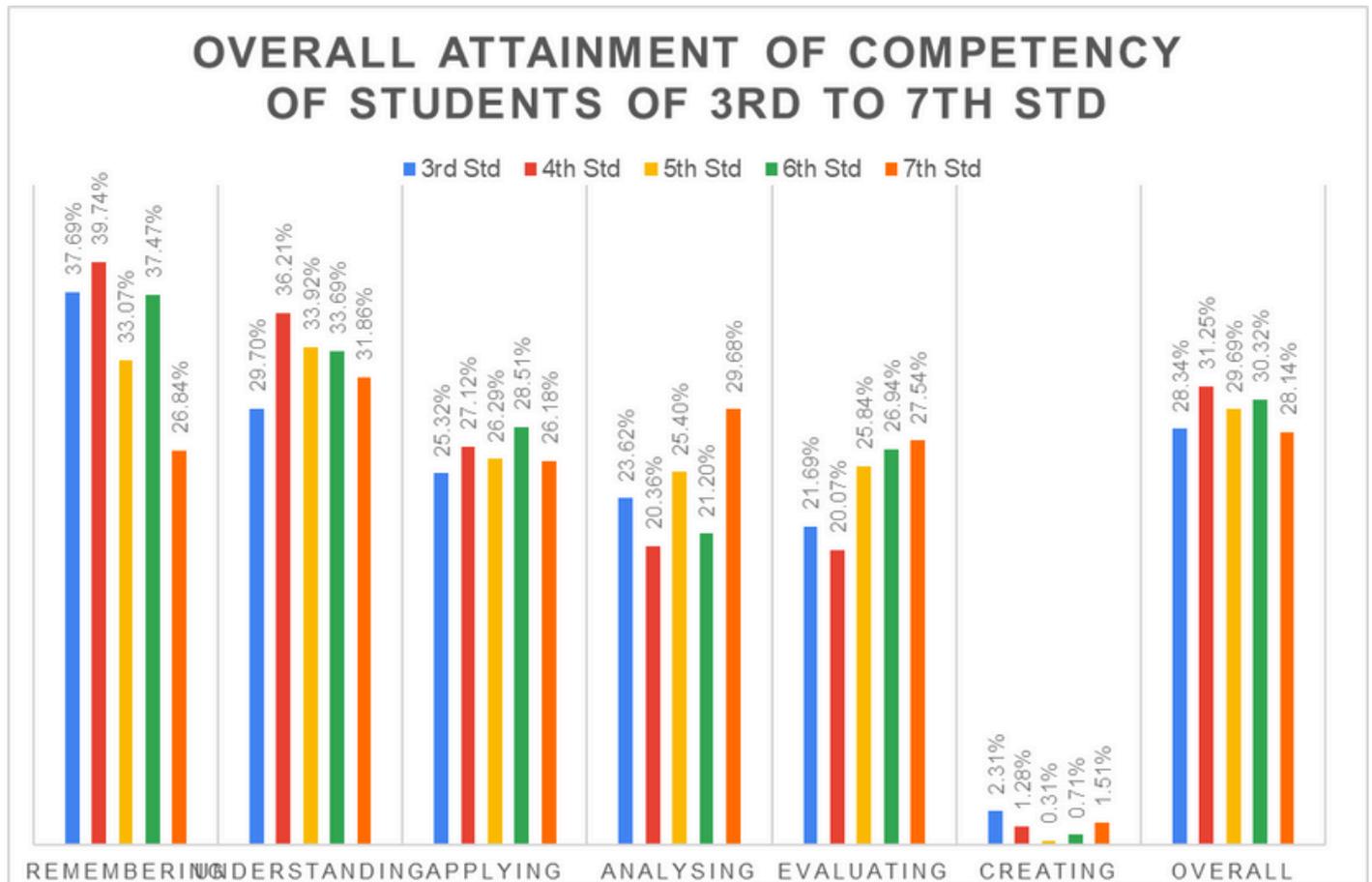
### Understanding Before Acting

To ensure our intervention addressed real needs, not assumed ones, we held a **dialogue circle with CRPs, BRPs, and selected teachers** representing schools across the taluk. This conversation was deeply insightful — it helped us understand not just where children currently are, but what teachers feel they need to support them better.



Before initiating any training, we wanted to truly understand the learning realities of students in Maluru. So, we conducted a **Baseline Assessment of over 2,000 students from Grades 3 to 7** — mapping their attainment levels to NCERT and DSERT competency standards.

This insight shaped our direction: Students were remembering answers, but not yet learning to think independently.



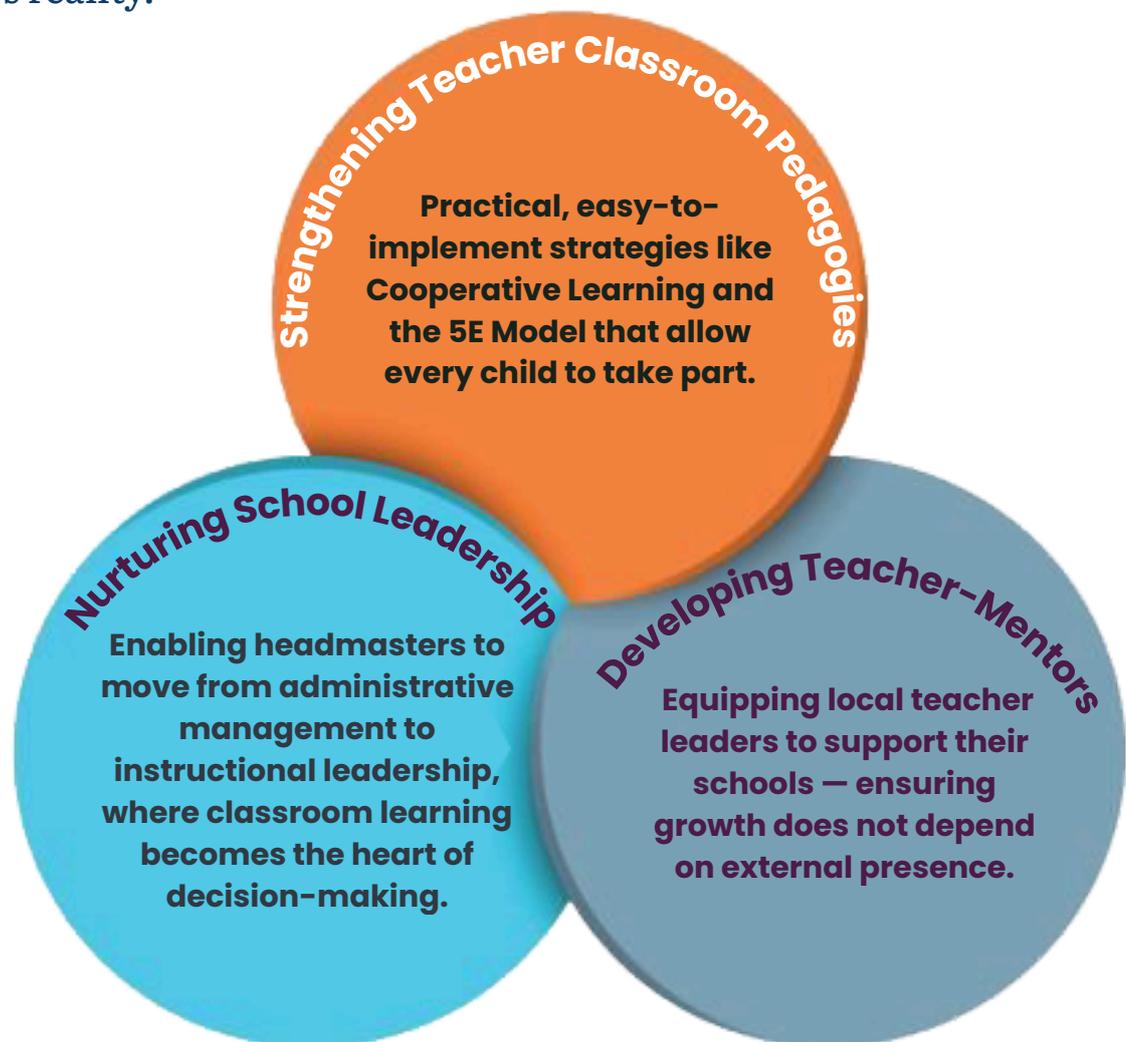
**The findings revealed a clear pattern:**

- Basic recall and understanding were moderate
- Application and analysis were significantly challenging.
  - Higher-order thinking (evaluating & creating) declined sharply in higher grades.

The bar graph clearly shows a decline in Creating Competency as grade levels increase.

# Designing a Model For Maluru, With Maluru

Rather than bringing a pre-designed program, we co-created a model rooted in Maluru's reality.



This model allows change to **take root from within** — ensuring it is not temporary, but lasting.

## The Path Ahead

With baseline clarity and a collaborative vision in place, we now move forward to:

- Begin **incremental workshops for teachers, Mentors and Leaders**
  - Strengthen **mentor-led classroom support**
    - Work with leaders to **nurture a culture of academic ownership**



# Geetha Higher Primary School

## Turning Walls into Gateways of Possibility

In the heart of Jayanagar, surrounded by busy shops and the constant movement of the city, stands Geetha Higher Primary School — a modest, free-education school run by a charitable trust. The children who learn here come from families facing difficult economic realities, yet they carry with them an enormous potential and a quiet hunger for care, belonging, and joyful learning.

When we first visited, we did not begin with training plans or evaluation grids. We began with **observing**.

We understood that before teaching practices could change, children needed to feel seen and experience school as a space of warmth, curiosity, and safety.

### A Summer Camp that Sparked Hope

Before any structured intervention, we created a Two Day Summer Camp for the 170 children of the school. The intention was simple yet profound:



# Restore the joy of learning.

## Classrooms came alive with:

- 01 Science magic and wonder moments
- 02 Math puzzles that made children think and smile
- 03 Art and craft corners full of colour and imagination
- 04 Music, rhythm, action songs, and shared laughter
- 05 Group games that helped children experience collaboration and belonging



## The transformation was subtle, yet deeply felt.



**Sanvi, Grade 2**

“We didn’t even realize we learned so much. We want this to happen every day.”

“The group team games were full of fun and energy. We enjoyed it a lot.”



**Manikantan, Grade 4**

## A voice of Validation

“The joy on their faces showed that learning can be meaningful and enjoyable. This camp has set a beautiful beginning for the year ahead.”

**Harini, Headmistress**



## Looking Ahead

Our journey with Geetha Higher Primary School is only at its beginning.

In the coming academic year, we will work closely with **7 teachers** through sustained handholding, in-class demonstrations, reflective dialogue, and resource support — helping to build:

- A warm and structured classroom culture
- Strong foundational learning practices
- Engaging, meaningful instructional strategies
- A school identity rooted in care, competence, and confidence



In just one month, the perception of school began to change — from a place of compliance to a place of creativity. And this, we believe, is the first step toward lasting transformation.

This is a **relationship** — one that grows slowly, kindly, and steadily.



# Deepening Roots with Our Long-Term Partners

When relationships deepen, learning deepens.

For us, partnership has never been about delivering programs alone — it has been about growing together. Over the past 2.5 to 5 years, our journey with **Vidyavardhaka Sangha (VVS)**, **Sri Vivekananda Vidya Kendra (SVVK)**, **Sri Saraswathi Vidyaniketan School, Dommasandra** and the **Vidyabharathi School Network** has strengthened into a shared culture of learning, reflection, and professional growth. This year, our work focused on continuity, refinement, and sustainability — ensuring that the ideas introduced in earlier years were not only practiced, but embedded into everyday classroom experiences.

## Vidyavardhaka Sangha Institutions (VVS), Rajajinagar

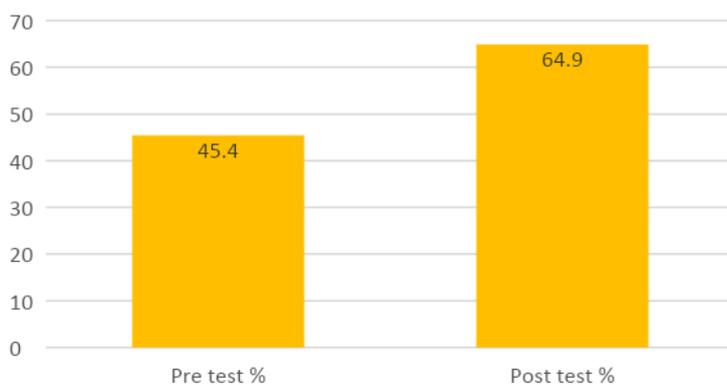
Partnering for 3 years | 1 Program this year | 70 Teachers | 20% Improvement

This year, at **VVS**, our efforts were directed towards enhancing **subject-specific pedagogical approaches**. A two-day focused workshop created space for teachers to analyze how instructional decisions shape student thinking.

- Teachers revisited earlier strategies.
- Worked collaboratively to design subject-wise lesson flows.
- Discussed classroom-based challenges with our team.

The pre- and post-program assessments revealed a **20% improvement** in teachers' understanding of subject-specific strategies, indicating stronger professional clarity and confidence.

Analysis of Pre and Post test scores



# Sri Vivekananda Vidya Kendra (SVVK), Hoskote

Partnering for 5 years | 1 Program this year | 38 Teachers | 20% Improvement

Our long-term journey with SVVK has always centered on continuous teacher development. This year's program focused on **teaching skills**, with emphasis on questioning, classroom communication, teacher presence, and student engagement.

**Teachers shared not only what they learned, but how it felt:**

“The teaching skills session was very helpful, and the interaction with the SECT team made everything clear and relatable.”

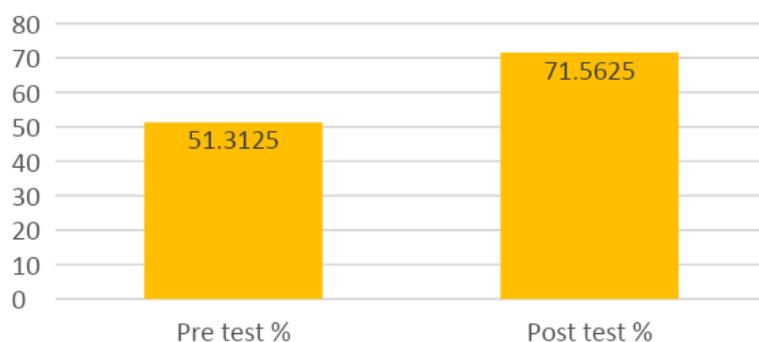
— Ashwini, SVVK

“I finally understood how questioning strategies support critical thinking. I feel more purposeful now in how I frame questions.”

— Nalini, SVVK

The average improvement recorded was **20%**, reflecting deeper conceptual clarity and instructional refinement.

Analysis of Pre test and Post test Scores



# Vidyabharathi Network of Schools

A relationship of 2.5 years | Focus on Sustainability and Strengthening Classroom Practice

Our journey with Vidyabharathi has always been about nurturing a culture of continuous improvement. By 2024–25, teachers were already familiar with cooperative learning strategies, concept teaching methods, and classroom engagement techniques introduced in previous years. The next step was clear:

**Sustain the ideas by developing teacher-mentors within the system.**

## Program 1: Master Resource Person (MRP) Development Program *Building Internal Capacity*

5-Day Intensive Program | 30 Master Resource Persons Trained | 18% Improvement

We designed a five-day, **deep-dive training program** for selected teachers who showed both potential and commitment to become **teacher-leaders** within their respective schools. The focus was to build:

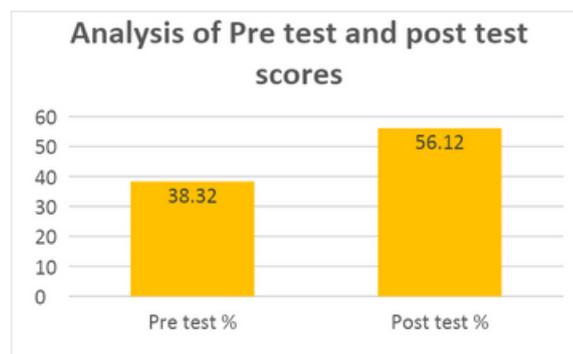
- **Conceptual clarity in pedagogical strategies**
- **Skill in demonstrating strategies in real classrooms**
- **Confidence in guiding and mentoring peers**

Participants voiced the shift not just in knowledge, but in identity:

*“In earlier workshops, I understood the strategies; now I understand how to sustain them as a mentor. I want to carry this energy forward to others.”*

— Udupi Mallikarjun Swami, Kalburgi

Pre-post assessments showed **18% growth** in their understanding and clarity of facilitation.



## Program 2: Teaching Skills Workshop – Strengthening Classroom Practice

3-Day Program | 120 Teachers from Vidyabharathi Schools of Kalburgi | 13% Improvement

Parallely, we conducted a three-day teaching skills program for primary teachers across Vidyabharathi schools in Kalburgi.

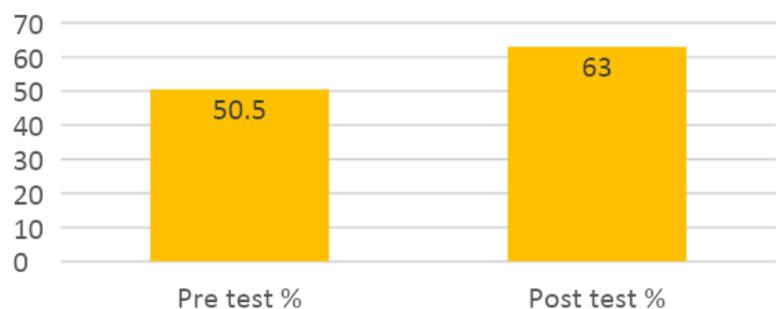
### This program focused on:

- Clarity of instruction
- Questioning techniques for higher-order thinking
- Use of TLMs and structured teaching flows

### Measured improvement:

The pre-post assessment recorded **13% improvement** in teaching skills awareness and application.

### Analysis of Pre test and post test scores



# Sri Saraswathi Vidyaniketan School (SVVN), Anekal

Partners for 2.5 years | 1 Program this year | 45 Teachers

We conducted a **reorientation session** to revisit strategies and support subject-wise planning. This session served as a reflective checkpoint to understand how strategies had moved from idea to classroom culture.

## Teachers shared their implementation experiences:

*“Think–Pair–Share in my 9th-grade class led to deeper engagement than any previous discussion method.”*

— Asha, High School Teacher



*“Using Think–Pair–Share and Jigsaw in the triangles unit helped students explain reasoning to each other — something I have always wanted to see.”*

—Somasekhar, Mathematics Teacher

These reflections reaffirmed that **strategies were not just understood — they were lived**



# Kalikotsava – A Celebration of Learning Honoring Teacher-Led Change

Kalikotsava—as the name suggests—is not just an event, but a celebration of learning. It became a stage where the teachers proudly displayed the transformation they had brought into their classrooms.

For the past three years, our journey with **Vidyavardhaka Sangha Institutions (VVS)** has been one of **shared curiosity, experimentation, and growth**. What began as training programs gradually evolved into a deeper culture — where teachers no longer attend workshops, but live the ideas in their classrooms.

The Kalikotsava Expo welcomed **470 visitors** into a world of innovative teaching-learning experiences. From themes on **Early Childhood Care and Education (ECCE)** to the **integration of Artificial Intelligence in classrooms**, from **cooperative learning to instructional strategies**, the exhibits carried the unmistakable imprint of SECT’s influence and the teachers’ dedication.

*These were not exhibitions.*

*They were evidence of change — living, breathing, and happening daily.*



## What Made Kalikotsava Meaningful

It was not the size of the event but the ownership teachers held.

### They spoke of:

- why they chose particular strategies,
- what changed in student engagement,
- and how their understanding of teaching had shifted over time.

Teachers who once hesitated to try a new approach were now confidently explaining why learning needs to be interactive, shared, and rooted in meaning.

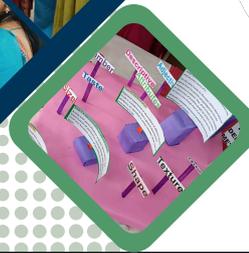
## Why Kalikotsava Matters

Events like Kalikotsava help us see transformation, not just measure it.

- Strategies introduced in training moved from workshop rooms → to classrooms → to shared demonstrations.
- Practices became school culture, not just individual effort.
- Teachers became carriers of change, not just recipients of training.

### Most importantly –

children experienced learning as something joyful, meaningful, and empowering.



# A Journey That Took Root

## Nurturing the Teachers of Tomorrow

As we look back at this year's PCKC journey, what stands out is not the number of workshops conducted, nor the models introduced — but the quiet, steady shift in how teachers began to see themselves.

**This was not fast change — it was rooted change.**

The kind that grows slowly, spreads quietly, and stays.

And this, more than anything, assures us that we are not just improving classrooms —

**we are nurturing a culture of reflective, compassionate, and intentional teaching.**

### Where the PCKC Journey Reached (2024–25)

School System / Cluster	Reach & Engagement
Rashtrottana Schools (CBSE & State)	230 teachers across 24 schools
TMSS Changemaker Fellowship	10 changemakers influencing 160 teachers
Government Schools – Kalburgi	71 teachers across 10 schools; 5 incremental learning cycles
Government Schools – Maluru	Baseline assessment of 2000+ students; mentor & leader cohort initiated
Geetha Higher Primary School (Jayanagar)	170 children through cultural & learning reconnect initiative
Long-Term Partners (VVS, SVVK, SSVK Vidyabharathi Schools)	250 teachers strengthened through deepening programs
Kalikotsava – The Celebration of Learning	470 visitors witnessed classroom innovations brought to life



## What Shifted Across Schools

<b>Before Engagement</b>	<b>After Sustained Engagement</b>
Teacher-centered classrooms	<b>Student-centered collaboration and inquiry</b>
Syllabus-driven instruction	<b>Concept clarity and character-building focus</b>
Limited confidence in new methods	<b>Confident, consistent strategy implementation</b>
Passive learners	<b>Active, joyful, independent learners</b>

**The PCKC Journey this year reaffirmed a simple truth when teachers feel supported, respected, and accompanied, they rise.**



# CHAPTER 3

## Teaching Profession Readiness Program (TPRP) Nurturing the Teachers of Tomorrow

**“A teacher's journey begins long before they enter their first classroom.”**

At SECT, we recognize that the **years spent in teacher education programs are formative**. It is during this time that student-teachers begin shaping their beliefs about learning, children, and their own identity as educators.

Teacher Education Colleges already carry a meaningful responsibility — nurturing future teachers with values, knowledge, and professional grounding.

Yet, through our ongoing work with schools, we observed that **many young teachers enter classrooms with some theoretical understanding, but often seek more hands-on clarity**

- How do I translate these ideas into real classroom interactions?
- How do I make learning joyful and meaningful for children?
- How do I build confidence as a teacher?

It is **this bridge** — between knowing and doing, between understanding and practicing — that the **Teaching Profession Readiness Program (TPRP)** is designed to strengthen.

**Our intention is simple and respectful:**

to walk alongside student-teachers, supporting them as they begin shaping the art and heart of teaching.



## Our Work This Year

In 2024–25, we conducted **three TPRP programs**, reaching **156 student-teachers** across four institutions.

Each program was **interactive, experiential, and reflective**, offering space for student-teachers to practice:

- **Using technology meaningfully in teaching**
  - **Designing joyful, child-centered learning experiences**
    - **Facilitating cooperative learning**
      - **Developing Teaching-Learning Materials (TLMs)**

The aim was **not to add more theory**, but to help student-teachers **experience teaching as a creative, relational, and joyful act**.

## Program Highlights

1

BES College of Education & Al-Ameen College of Education

64 student-teachers | Focus: Technology for Interactive Classrooms

2

University College of Education, Chikkaballapu

45 student-teachers | Focus: Pedagogical Strategies, Assessment & TLMs

3

Sri Raghavendra College of Education, Malladihalli, Chitradurga

47 student-teachers | Focus: Teacher Presence & Classroom Climate

## What Shifted - The Strength of Applied Learning

Across all three programs, we observed an **average improvement of 27%** in the student-teachers' understanding and confidence — not just in knowing what to teach, but in how to teach in ways that are engaging, child-centered, and reflective.



## Program Voices — Learning as Discovery

Lavanya from BES College of Education:

“Now I feel prepared to use technology meaningfully. I am confident I can make my classroom interactive and joyful.”

Anaz from Al-Ameen College of Education

“We discovered tools that will make our lessons unique — AI, Canva, School Magic. I feel equipped, not overwhelmed.”

Chandana M.A. from Raghavendra College of Education

“I never knew how my voice, pace, and posture could shape learning. The sessions opened my eyes to the joy of teaching with care and creativity.”

### Looking Ahead

This year’s work reminded us that **confidence is built through experience, not instruction alone.**

**Next year, we plan to:**

- **Begin the journey earlier with 2nd semester students so they can apply strategies during internship**
  - **Introduce mentorship during teaching practice**
  - **Expand our work to include Teacher-Educator Development Programs**



# CHAPTER 4

## School Leadership for Education Transformation From Managing Schools to Leading Learning

**“When a leader begins to see differently, an entire school begins to breathe differently.”**

Across our work this year, one understanding deepened with clarity: **the most enduring school transformation begins with the leader.** A school may have infrastructure, teaching strategies, and resources, but it is the school head who shapes culture — the tone of conversations, the direction of effort, and the belief in what is possible.

With this insight, we initiated the **School Leadership for Education Transformation Program with 34 Headmasters of Maluru Taluk.**

This was not simply a workshop—it was a space for leaders to pause, reflect, and reconnect with **the meaning of leadership education**

### Reframing Leadership

Traditionally, many school heads are positioned as **administrators**, ensuring that routines are followed and tasks are completed. The sessions invited them to explore the difference between **managing** and **leading** — not through lecture, but through sharing, reflection, and story-based dialogue.

#### They discussed:

- What does it mean to lead with purpose?
- What does my school stand for?
- How do I inspire teachers, not just instruct them?



Leaders collaboratively began drafting **Vision & Mission statements**, setting **SMART goals**, and practicing **SWOC analysis** to view their schools not from deficit, but from possibility.

## What Shifted

The most meaningful transformation was internal — **a shift in identity**.

“This is a unique workshop for leaders. The sessions helped me clearly understand the difference between a manager and a leader and inspired me to work with a clear vision for my school.”

— M. Vijayalakshmi, GHPS Kudiyanur

Her reflection was echoed across the room — that leadership is less about control, and more about **cooperation, shared purpose, and listening**.

“The sessions motivated me to build a positive culture in my school and have a good relationship with the teachers. I realised that for many years I was only managing — now I know how to lead.”

— Venugopala D., GMHPS Lakkur

**Leaders expressed a renewed sense of responsibility — not as a burden, but as a calling.**

## Looking Ahead

- Continue the incremental leadership journey with the Maluru headmasters
- Expand this Leadership Program to other school systems we closely work with.

“Because **when leadership grows, teachers feel supported**, when teachers feel supported, **children feel seen**, and when children feel seen, **learning becomes alive.**”



## On a Closing Note — Carrying the Light Forward

*“Change does not arrive with noise. It grows in quiet classrooms, in reflective pauses, in a teacher’s gentle courage to try something new.”*

This year, our work took us across classrooms, staff rooms, training halls, rural communities, busy urban schools, and quiet conversations with teachers and leaders who continue to shape the learning journeys of thousands of children. While each school system and context was unique — Rashtrothana with its structured network, TMSS with its internal leadership focus, Kalburgi and Maluru with their deep-rooted government school realities, and Geetha School with its quiet determination — the heart of our work remained the same:

**To stand beside teachers with respect, patience, and belief so that a child’s experience of learning becomes richer, warmer, and more meaningful.**

Across the year, we saw teachers grow in confidence, leaders rediscover their purpose, and children step forward with curiosity and pride.

We witnessed strategies that once felt “new” become part of everyday classroom culture.

We saw resource persons emerge from within schools — not because we taught them, but because they believed in their own capacity to lead.

### **We also learned.**

- We learned that change sustains only when it grows from within, not when it is given from outside.
  - We learned that teachers thrive when they are trusted, not judged.
  - We learned that leadership is a journey of reflection, not authority.

**And most importantly —**

- we learned that true transformation is gentle, steady, and shared.



# Our Collective Impact This Year

- **Foundation Stage:** 95 teachers from 14 schools and 50 parents
- **Rashtrottana Schools:** 230 teachers across 24 schools
- **TMSS:** 160 teachers + 10 changemakers
- **VVS & SVVK (Long-term Partners):** 70 teachers
- **Vidyabharathi Network:** 120 teachers + 30 Master Resource Persons
- **Government Schools - Kalburgi:** 71 teachers across 10 schools
- **Government Schools - Maluru:** Baseline assessment of 2000+ students and 34 Head Teachers
- **Teaching Profession Readiness Program:** 156 student teachers
- **Geetha Higher Primary School:** 170 children reached through joyful learning experiences

These numbers are not just counts — they are **relationships, communities of learning** that will continue to evolve and deepen.



# Looking Ahead to 2025–26

We step into the new year with a clearer sense of direction:

- Strengthening mentoring and coaching systems within partner schools
- Deepening work in Maluru and Kalburgi, with a full leadership–mentor–teacher model
- Introducing internship-based mentoring tracks for student teachers
- Supporting schools not just in methods, but in culture-building

We carry forward not just strategies — but stories, insights, friendships, and shared hope.

**And hope is powerful.**

**Hope is what transforms schools.  
Hope is what keeps us moving.**

***With warmth and commitment,***

**Team Sathya Educare Competency Trust**

